

Vocabulary Quiz practice

Task 1

Fill in the following blanks with the appropriate form of the word.

Title: **Patenting** _____ (strategy) in the German mechanical engineering industry and their relationship to company performance

This paper systematically _____ (evaluate) the patenting behaviour of a sample of 50 business firms within the German mechanical engineering industry. Based on a _____ (frameworks) of multiple patenting _____ (indicate), four different types of patenting _____ (strategy) are _____ (identify). _____ (furthermore), the relationship between these patenting _____ (strategy) and company performance is _____ (analyse). It is shown that patent-active companies perform best for the _____ (economy) performance _____ (vary) used. _____ (final), the importance of different patenting _____ (indicate) is _____ (assess). It is _____ (founded) that the number of international patent applications, the rate of _____ (validate) patents and highly _____ (cite) patents are _____ (positive) related to _____ (economy) performance. Thus, a _____ (differentiate) use of patent _____ (data) is advisable.

Task 2

For each of the following words in **bold**, eliminate (cross out) the word that does not fit in the list of possible synonyms.

1 Conveniently

Comfortably Insufficiently Easily Effortlessly

2 Indication

Inkling Trace Signal Misinformation

3 Invent

Conceive Devise Produce Advance

4 Sufficient

Acceptable Lacking Tolerable Satisfactory

5 Purpose

Intention Validation Target Goal

6 Contemporary

Latest Current Future Recent

7 Commitment

Promise Engagement Breach Responsibility

8 Evidence

Proof Testimony Confirmation Contradiction

For more practice see:

<https://www.perfect-english-grammar.com/linking-words-contrast-exercise-1.html>

https://www.english-grammar.at/online_exercises/connectives/connectives-index.htm

Responding to an academic talk: Note-taking, asking questions, commenting + Linking expressions

Brainstorm

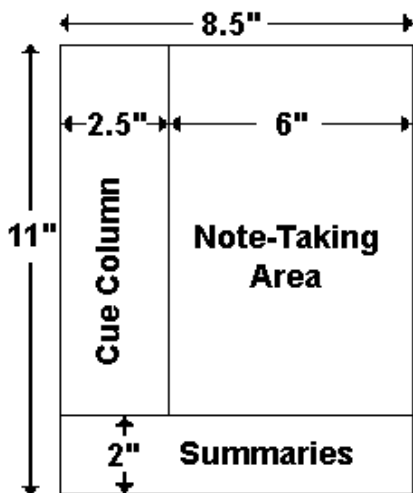
How do you take notes? Do you have a particular method/system for taking notes?
Do you make frequent comments in a lecture?
Do you ask most of your questions in/after a lecture?

A: The Cornell System for Note-Taking¹

There is no one right way to take notes in class. One effective note-taking system is called The Cornell System, which was designed by Walter Pauk, emeritus, at Cornell University. To use this system you will need a large loose-leaf notebook. To learn more about this note-taking framework read Chapter 5 in Pauk's book, How to Study in College, 5th Edition.

Page Layout

The distinguishing feature of the Cornell system is the layout of the page on which you take your notes. The page layout includes large margins on the left and bottom of the page. A picture of this layout (not to scale), with dimensions, is shown below.



Cue (Recall) Column

The space to the left of the vertical margin should be reserved for a cue (or recall) column. You should not write in this area during the lecture, while you are taking notes. The cue column is not created until you review your notes (which, ideally, you do as soon after the lecture as possible, and certainly before the next lecture). As you study the material in your notes, you should devise questions which the notes answer. These questions are the "cues" that should be written in the cue column. By writing questions, you are forced to think about the lecture material in a way that clarifies meaning, reveals relationships, establishes continuity, strengthens memory, and attempts to predict test and exam items.

The Summaries

The area below the horizontal margin near the bottom of the page should be reserved for a summary of the notes on that page. A summary is brief -- at most, only a few sentences. The page summary provides a concise review of the important material on the page. The summary should be written in your own words... helping you to **own** the information.

Note-Taking Area

The space to the right of the vertical margin is where you actually record your notes during the lecture. Pick a note-taking format with which you are comfortable -- there are no hard-and-fast rules for this aspect of the Cornell system. However, you should not attempt to transcribe verbatim every word spoken by the instructor. For instance, if information is written on the whiteboard, it is probably important enough to include in your notes. To avoid missing information during the lecture, you should develop a system of abbreviations you understand, and you should write in telegraphic sentences (where you only include enough words to carry the essential meaning) or similar shorthand that is often used in cell phone text messages.

1. Notes Section

1. Write down **key words, topics and ideas** in the order you hear them
2. Use the **same words** as the speaker
3. Write down **facts and figures** as quoted by the speaker
4. Use **symbols** to indicate connections between ideas or facts (X → Y)

5. Indicate a **thematic structure** by using paragraphs and showing relationships between topics (space between main topic, numbering of sub-topics)
6. Leave space between topics to **add a heading** after the talk

2. Cue Section: Formulating questions:²

<p>Summary & Definition Questions</p> <ul style="list-style-type: none"> * What is/are... * Who...? When...? Where...? * How much...? How many...? * What is an example of...? 	<p>Analysis Questions</p> <ul style="list-style-type: none"> * How... * What are the reasons for...? * What are the types/functions/processes of...? * What are the causes/results of...? * What is the relationship between X and Y? * How does ...apply to...? * What is/are the problems or conflicts or issues...? * What are possible solutions/resolutions to these problems or conflicts or issues...? * What is the main argument or thesis of...? * How is this argument developed...? * What evidence or proof or support is offered...? * What are the other theories arguments from other authors...?
<p>Hypothesis Questions</p> <ul style="list-style-type: none"> * If...occurs, then what will happen...? * If...had happened, then what would be different...? * What does theory X predict will happen...? 	<p>Evaluation</p> <ul style="list-style-type: none"> * Is ... correct or incorrect? ...effective or ineffective? ...relevant or irrelevant? ...clear or unclear? ...logical or illogical? ...proven or not proven? ...ethical or unethical? * What are the advantages and disadvantages of...? * What is the best solution to the problem/conflict/issue? * What should or should not happen? * Do I agree or disagree? What is my opinion? * What is my support for my opinion?

3. Notes Section

1. Write down **key words, topics and ideas** in the order you hear them
2. Use the **same words** as the speaker
3. Write down **facts and figures** as quoted by the speaker
4. Use **symbols** to indicate connections between ideas or facts (X → Y)
5. Indicate a **thematic structure** by using paragraphs and showing relationships

- between topics (space between main topic, numbering of sub-topics)
 6. Leave space between topics to **add a heading** after the talk

4. Cue Section: Formulating questions:²

<p>Summary & Definition Questions</p> <ul style="list-style-type: none"> * What is/are... * Who...? When...? Where...? * How much...? How many...? * What is an example of...? 	<p>Analysis Questions</p> <ul style="list-style-type: none"> * How... * What are the reasons for...? * What are the types/functions/processes of...? * What are the causes/results of...? * What is the relationship between X and Y? * How does ...apply to...? * What is/are the problems or conflicts or issues...? * What are possible solutions/resolutions to these problems or conflicts or issues...? * What is the main argument or thesis of...? * How is this argument developed...? * What evidence or proof or support is offered...? * What are the other theories arguments from other authors...?
<p>Hypothesis Questions</p> <ul style="list-style-type: none"> * If...occurs, then what will happen...? * If...had happened, then what would be different...? * What does theory X predict will happen...? 	<p>Evaluation</p> <ul style="list-style-type: none"> * Is ... correct or incorrect? ...effective or ineffective? ...relevant or irrelevant? ...clear or unclear? ...logical or illogical? ...proven or not proven? ...ethical or unethical? * What are the advantages and disadvantages of...? * What is the best solution to the problem/conflict/issue? * What should or should not happen? * Do I agree or disagree? What is my opinion? * What is my support for my opinion?

² Adapted from Source: <http://www.yorku.ca/cdc/lsp/downloads/reading.PDF>

Task 3: Note taking exercise

<https://flexiblelearning.auckland.ac.nz/note-taking-skills/6.html>

Listen to the lecture carefully and write notes into the textboxes below as the lecture continues, including the comments or questions that came to your mind. At the end of the lecture, review your notes, put headings over the individual topic points and ask questions or share comments.

B: Linking Expressions

The original meaning of 'text' is something 'woven' (= German 'gewoben'). In linguistics, 'text' refers to a piece of writing where sentences are CONNECTED. A well-written text follows a clear structure (introduction, body and conclusion). Its paragraphs are linked, as well as the sentences within the paragraphs. Coherence is created by the use of linking expressions which can be divided into various categories according to their meaning or their grammatical function.

a List of useful linking expressions

Study the linking expressions on the following pages, then complete the practice task.

1. Sequencing ideas (1st, 2nd, 3rd, ...)/ adding information (+, ++, +++, ...)

Linking word	Example	German translation
first of all,	First of all, travelling by plane is time-saving.	zuerst
moreover	Moreover, it is more comfortable than....	ausserdem
in addition to that	In addition to that, it is not much more expensive than...	zudem
finally,	Finally, there is also the aspect of safety...	schlussendlich
furthermore	Flying is fun and furthermore, it's never quite the same.	ausserdem Hinzu kommt, dass...

2. Expressing contrast (↔)

on the one hand	On the one hand, there is the question of comfort;	einerseits
on the other hand,	on the other hand, flying is partly responsible for the large amount of CO2 in the air.	andererseits
while / whereas	While / Whereas flying long distance is better than driving a car as far, it is still more ecological to travel short rather than long distances.	während / wohingegen

3. Making a concession (√, but...)

however,	Flying is a fast and comfortable way of travelling. However, it can also be too fast: you don't have time to adjust to jet lag.	aber / jedoch
although	Although flying is bad for the environment...	obwohl
despite / in spite of	Despite / in spite of the negative effects on the environment, more and more people are flying.	trotz

4. Giving reasons (←)

because	I like flying because it is comfortable.	weil
as / since	As / Since flying has become cheaper, more and more people can afford it.	weil

5. Expressing consequences

therefore / as a result	Flying a short distance is often cheaper than taking a train. Therefore / As a result, even more people fly.	deshalb; als Folge davon
so that	Flight companies have reduced their prices so that flying is more attractive.	so dass
to conclude	To conclude, you have to be rather idealistic if you try not to fly at all.	daraus folgt

6. Expressing condition

if	If you're planning ahead, try to get your tickets well in advance.	wenn
even if / even though	Even if the prices doubled, flying would still be more comfortable.	selbst wenn
in case	Leave enough time between connecting flights, in case your first flight is late.	für den Fall, dass ...

7. Concluding/Summarizing

to sum up	To sum up, I believe that the negative effects outweigh the positives aspects.	Zusammenfassend lässt sich sagen, dass...
in conclusion	In conclusion, flying is too cheap.	Abschliessend lässt sich sagen, dass ...

8. Indicating time sequence

when	When I arrived at the airport, I saw an old friend.	als
before	Before I could place him, he invited me for coffee.	bevor
while	While we were talking, I remembered ...	während
after	After we finished our conversation...	nachdem
as soon as	As soon as we finished our coffee, he left.	sobald

Task 4: Linking Expressions

Now fill the gaps in the text below with a suitable linking expression. Use each expression only once. There is one extra expression that you will not need.

- | | |
|---------------------------------------|----------------------------------------------------|
| <input type="checkbox"/> such as | <input type="checkbox"/> in addition (to that) |
| <input type="checkbox"/> since | <input type="checkbox"/> for example/
instance |
| <input type="checkbox"/> as a result | <input type="checkbox"/> in conclusion |
| <input type="checkbox"/> therefore | <input type="checkbox"/> furthermore /
moreover |
| <input type="checkbox"/> despite | <input type="checkbox"/> as |
| <input type="checkbox"/> first of all | <input type="checkbox"/> on the other hand |
| <input type="checkbox"/> however | |

Owning a car has several advantages. **1** _____, you can go wherever you want, whenever you want. You don't have to depend on public transport and **2** _____, you feel more independent. **3** _____, you can give lifts to friends or carry heavy loads of shopping. **4** _____, there can be problems, especially if you live in a city. Running a car can be expensive and you have to spend money on items **5** _____ petrol, servicing the car and repairs. You might also have problems with parking **6** _____ everywhere is becoming more and more crowded with cars. **7** _____, cars have a negative impact on the environment **8** _____ they are noisy and dirty, and the large number of cars on the road means that most towns and cities are organized for the convenience of cars, and the needs of pedestrians are ignored. **9** _____, most people feel that the advantages of owning a car outweigh the disadvantages. **10** _____, most young people of my age start driving as soon as they can. **11** _____, I think that cars nowadays have become essential, **12** _____ the fact that they cause a lot of problems.

